DOCUMENT RESUME

ED 204 806 CS 206 521

AUTHOR	Meehan, Anna, Comp.
TITLE	Functional Basic Skills: English 11. Secondary Education Instructional Resource Guides.
INSTITUTION	Palm Beach County Board of Public Instruction, West Palm Beach, Fla.
PUB DATE	[80]
NOTE	76p.: For related documents see CS 206 519-526.
AVAILABLE FROM	Palm Beach County School District, 3323 Belvedere Rd., West Palm Beach, FL 33402 ($50.00 per kit, includes Functional Basic Skills Instructional Resource Guide and the accompanying Instructional Mini-Packets: Reading and Writing Standards: Resource Guide and Mini-Packets not sold separately).
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Basic Skills: *Educational Resources: *English Instruction: *Functional Reading: Grade 11: High Schools: *Language Arts: Minimum Competencies: Reading Comprehension: Teaching Guides: Traditional Grammar: Vocabulary Development: *Writing Skills

ABSTRACT

Produced in response to a school board's directive to develop a plan for implementing a standardized curriculum in the basic subjects on a district-wide basis, this resource guide is intended to provide teachers with ideas and materials that will assist them in teaching a course in functional basic English skills for eleventh grade students. Included in the guide are (1) an instructional standards checklist: (2) reference sheets providing lists of resources available for teaching particular reading and writing skills and objectives: and (3) an index to a series of instructional packets that were developed for each reading and writing skill emphasized in the course. Appendixes contain reading and spelling vocabulary lists, a statement of minimum standards for student performance, and an overview of the course objectives. (FL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED204806

Functional Basic Skills

English 11

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

X Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Russell Brazzell

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS206521

SECONDARY EDUCATION
INSTRUCTIONAL RESOURCE GUIDES

FUNCTIONAL BASIC SKILLS

ENGLISH-11

Compiled and Edited by

ANNA MEEHAN

Produced by

PALM BEACH COUNTY SCHOOLS
DEPARTMENT OF SECONDARY EDUCATION

MARTIN GOLD, DIRECTOR

Curriculum Specialists

RUSSELL BRAZZEL
WILLIAM DAVENPORT
MARY ANN DUPONT
ANNA MEEHAN

Palm Beach County Schools, Florida

Board Members:
Mr. Arthur H. Bougae, Chairman
Mrs. Susan R. Pell, Vice Chairwoman
Mr. James C. De Longa
Mr. Louis J. Eassa
Mr. Robert S. Howell
Dr. Bernard Kimmel
Mr. Thomas W. Sansbury

Mr. Thomas J. Mills
Superintendent of Schools

Dr. James P. Hall
Deputy Superintendent

H. W. Berryman
Assistant Superintendent
Division of Regular Instruction

Foreword

In Palm Beach County, we view curriculum as those planned activities in which students participate. You, therefore, are the curriculum writer as you plan the activities in which your students participate. This Instructional Resource Guide has been designed to assist you in those planning activities.

Included in this guide are the instructional objectives which have been approved by the Board. These are the objectives which students are expected to achieve, but you certainly are at liberty to add instructional objectives where you see the need. Also included is a reference to the sections of the adopted text and supplementary materials which you may find useful in your planning. Please be advised that you are free to use these or any other resources which will assist the student in meeting the objectives.

Again, you are the curriculum writer and you must plan the activities to meet the Board's objectives. This Instructional Resource Guide has been developed with the assistance of many teachers whose contributions are acknowledged herein. We hope you find it useful in your planning and that you and your students have a successful year.

Mr. Martin Gold
Director of Secondary Education

H. W. Berryman
Assistant Superintendent
Division of Regular Instruction

Dr. James P. Hall
Deputy Superintendent

Mr. Thomas J. Mills
Superintendent

Preface

On March 15, 1978, the School Board approved the following district directions as steps in the fulfillment of School Board priority number 2: "Develop a plan for implementing a standardized curriculum in the basic subjects on a district-wide basis:"

- *A board-approved continuum of objectives for all students in grades K-12, in the areas of English, Language Arts, Mathematics, Science, and Social Studies is to be provided by the district for instructional planning in the school centers.*

- *A listing of approved subjects and/or courses is to be offered at elementary, middle/junior, and high school levels. Additional courses may be offered in school centers if the need is evident. Additional programs of instruction must be approved by the Superintendent.*

- *Concise course content descriptions for all approved courses at middle/junior and high school levels will be provided by the district in the four subject areas with the objectives relating to the approved continuum of objectives.*

- *Board approved courses of study in the form of Instructional Resource Guides for the various levels in each of the four major academic subject fields will be provided by the district. Since the state adoption cycle is on a rotating six-year basis, Instructional Resource Guides in all subjects will be completed over a six year period.*

The Department of Secondary Education is charged with the responsibility of the development of the unified secondary curriculum. Development is the primary responsibility of the Department of Secondary Education. The success of the unified curriculum depends upon the personnel in the field. Your thoughts, ideas and input are needed to insure a quality product.

In FY 77/78, a committee composed of a cross section of district personnel developed a continuum of objectives. This continuum was approved by the Board. The Instructional Resource Guides being developed have utilized these objectives, which have been incorporated into the Instructional Resource Guides. The objectives are designed to be minimum goals; and they are geared to the largest segment of the student population which we refer to as regular. Basic and Advanced Instructional Resource Guides will be dealt with later.

The Instructional Resource Guides are not intended to inhibit any teacher or diminish any teacher's creativity. The Instructional Resource Guide was developed to define what objectives shall be taught. Included in the Instructional Resource Guide are sub-objectives, suggested strategies, available resources, activities, and methods of evaluation. The Instructional Resource Guide is not a "recipe book;" neither does it try to tell teachers how to teach. Its primary purpose is to insure that the students in Palm Beach County have a unified curriculum, so that the same objectives are being taught regardless of what school a student might attend.

Acknowledgement

We wish to express our appreciation to.....

the **LANGUAGE ARTS TEACHERS** *of Palm Beach County,*

the **AREA READING CONSULTANTS**

and special thanks to

FUNCTIONAL BASIC SKILLS 11 WRITING TEAM MEMBERS:

Winifred Brister • Barbara Church • Louise Cooper
Cindy Culp • Timothy Ellrich • Sharon Irby
Marlyn Mahoney • Ann Meckstroth
Donna Ruhala • Jane South
Marsha Wohrman • Barbara Wyly

Thanks are also extended to

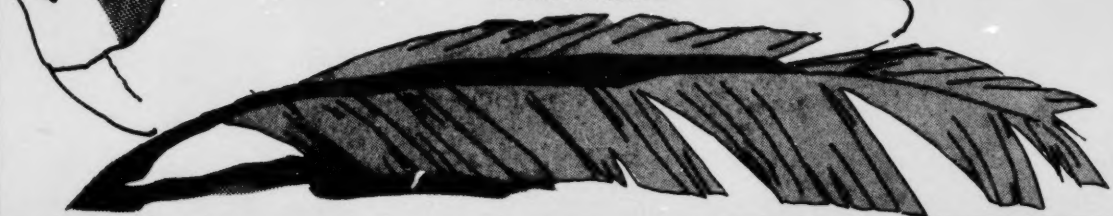
Marion County, Martin County, Indian River County, St. Lucie County, and The Florida Mideastern Teacher Education Center for sharing their Basic Skills Packets with us.

Thanks also to those who assisted in the production of this guide:

Betty Vaughan, Coordinator
Gloria Aaron, Cora Camp,
Shari Keefer and Silvia Santiago

Secretarial Staff:
Susie Highsmith and Judi Snyder

Illustrations by
Keith Kwalton



Contents

Student Profile Chart . . . . . *inside front cover*

Individual Record Chart . . . . . *inside front cover*

Credits . . . . . *i*

Foreword . . . . . *iii*

Preface . . . . . *v*

Acknowledgements . . . . . *vii*

Introduction *1*

Instructional Standards Checklist *3*

Reference Sheets *7*

Instructional Mini-Packets Contents *35*

Appendices:

Suggested Student Statewide Reading Vocabulary List . . . . . *Appendix A*

Suggested Student Statewide Spelling Vocabulary List . . . . . *Appendix B*

Materials Referred to in Guide . . . *Appendix C*

New Minimum Student Performance Standards (1981-1985) . . . . . *Appendix D*

Overview of Objectives . . . . . *Appendix E*

Review Forms . . . . . *Appendix F*

INTRODUCTION

FUNCTIONAL BASIC SKILLS, ENGLISH II **Course Number F5131; S5141**

This course is designed to give special remedial assistance to eleventh grade students who failed over 50% of the Basic Skills on the State Student Assessment Test (SSAT), Part I or who did not achieve at least 70% on the SSAT, Part II. This course stresses proficiency in basic vocabulary, comprehension, punctuation, grammar, writing, and survival skills.

The purpose of this Instructional Resource Guide is to provide teachers with ideas and materials that will assist them in teaching this course. This Guide includes:

OBJECTIVES: This is an overview of the State Minimum Student Performance Standards and Skills.

REFERENCE SHEETS: These sheets provide a listing of resources available which would be helpful for teaching particular objectives. Teachers should have copies of those materials listed under "adopted text references." "Supplemental resources" must be purchased by individual schools.

APPENDIX A – SUGGESTED READING VOCABULARY LIST: This list is provided by the state for use in compiling activities and evaluations. It serves to standardize expected vocabulary.

APPENDIX B – SUGGESTED SPELLING VOCABULARY LIST: This list is provided by the state for use in compiling activities and evaluations. It serves to standardize spelling vocabulary expectation.

APPENDIX C – MATERIALS REFERRED TO IN GUIDE: Materials that were referred to in the guide are outlined by publishing company.

APPENDIX D – NEW MINIMUM STUDENT PERFORMANCE STANDARDS 1981 - 1985: This is an overview of the revised minimum standards approved by the Department of Education Performance Standards task force on February 9, 1979. They have been approved for the 1981-1982, 1982-1983, 1983-1984, 1984-1985 school year.

APPENDIX E – OVERVIEW OF OBJECTIVES: The objectives for ENGLISH 9 and ENGLISH 10 are provided so that basic teachers are aware of what is required of students in the regular program.

APPENDIX F – REVIEW FORMS: Review forms are provided for teacher imput. The review forms are due at the end of the first nine weeks and each semester. If you have comments to share prior to the end of the first or second semester, please complete the optional review form. Review forms submitted will provide valuable suggestions for future revisions and goals.

INSTRUCTIONAL MINI-PACKETS: An Instructional Mini-Packet is provided for each standard and skill. These contain preparatory sheets, activity sheets, evaluation sheets, and answer keys for teaching each basic skill. These can serve as a resource for teachers to use in designing their instructional programs. Teachers may duplicate any materials they need from the packets.

INDIVIDUAL RECORD CHART: This form is to be used by teachers and students to keep track of work completed in the instructional mini-packets. This form should remain with the teacher for placement in a permanent record file. Forms may be ordered from the Department of Secondary Education.

STUDENT PROFILE CHART: This form is to be used by students and parents. It list the objectives a student must master. The student profile chart should be kept in a notebook in the classroom at all times. Teachers should allow students to share their charts with parents at specified intervals and at parent nights. This form should remain with the teacher for placement in a permanent record file. Forms may be ordered from the Department of Secondary Education

The sharing process can do a great deal for insuring the quality of the Instructional Resource Guides. We look forward to your comments.

FUNCTIONAL BASIC SKILLS – ENGLISH II

READING STANDARDS	BASIC SKILLS	Assessed '77'	Assessed '78'
A-The student will acquire a basic vocabulary as determined by a specified word list.	A-1: Associate words which are the same or opposite in meaning.	●	●
	A-2: Associate printed words with their oral equivalents.		
	A-3: Associate words with their literal definitions.		●
	A-4: Associate words with their connotative definitions.		
B-The student will determine word meaning from the way the word is used in a passage.	B-5: Determine word meaning using specific context clues.	●	●
C-The student will determine word meaning from a knowledge of word parts as used in a given context.	C-6: Associate contractions with their component words in a given context.		
	C-7: Associate the appropriate derived words (prefixes and suffixes) in a given context.	●	●
	C-8: Associate the appropriate inflected words (plurals, possessives, comparatives, superlatives, tense) in a given context.		
D-The student will determine whether different selections have similar meanings.	(Skills mastered at prevoius progression levels are expected to be maintained with more difficult materials appropriate for this grade level.)		
E-The student will determine the main idea of a message.	E-9: Determine the main idea stated in a paragraph.	●	●
	E-10: Determine the main idea inferred from a paragraph.	●	●
	E-11: Determine the main idea inferred from a selection.	●	
F-The student will find information in a message.	F-12: Find *who, what, where, when, which, and how* information in a selection.	●	●
	F-13: Determine the order of details in a selection.		
	F-14: Find details which refer to a main idea.		
	F-15: Determine details which are inferred from a selection.		
G-The student will determine the causes and effects of events and actions.	G-16: Determine the inferred cause or effect of an action or event.		

FUNCTIONAL BASIC SKILLS – ENGLISH II

READING STANDARDS	BASIC SKILLS	Assessed '77'	Assessed '78'
H-The student will determine the logical generalizations which can be drawn from a message.	H-17: Identify an appropriate conclusion in a subject area.	●	●
	H-18: Infer feelings and emotions.		
	H-19: Identify outcomes based on inferences.		●
I- The student will recognize fantasy, fact, and opinion in a message.	I-20: Distinguish between facts and opinions.	●	●
	I-21: Identify an unstated opinion.	●	●
J- The student will recognize irrelevant and invalid statements.	J-22: Identify an irrelevant statement in a selection.		
	J-23: Identify conclusions which are based upon insufficient evidence.	●	●
	J-24: Identify inaccurate assumptions.		
K-The student will follow oral and written directions.	K-25: Follow written directions to complete a task.		
L-The student will identify appropriate sources for needed information.	L-26: Identify the appropriate source to obtain information on a topic.	●	●
M-The student will use appropriate reference skills.	M-27: Select an appropriate dictionary definition for a word used in a specified context.	●	●
	M-28: Use an index to identify the location of information requiring the use of cross-references.		
	M-29: Use highway and city maps.		
	M-30: Use a transportation schedule to locate specific information.		

FUNCTIONAL BASIC SKILLS – ENGLISH II

WRITING STANDARDS	BASIC SKILLS	Assessed '77'	Assessed '78'
A- The student will compose grammatically correct sentences.	A-1: Write complex declarative sentences using appropriate English word order.	●	
B- The student will organize objects and information into logical groupings and orders.	B-2: Write appropriate headings for groups of words and phrases.		●
	B-3: Organize information for a report under appropriate headings.		
	B-4: Order, subordinate, or classify information before writing.		
C- The student will write a paragraph expressing ideas clearly.	C-5: Write a paragraph by giving information in support of one topic.		
	C-6: Write a paragraph with details arranged in order of importance.		
	C-7: Write a paragraph using connecting words or phrases which show relationships.		
D- The student will write for the purpose of supplying necessary information.	D-8: Include the necessary information when writing messages to make a request or to supply information.		
	D-9: Include the necessary information when writing brief statements describing the steps of a process or event.		
E- The student will write letters and messages using commonly accepted formats.	E-10: Use proper form to write a business letter which contains necessary and accurate information.		
	E-11: Write a letter of request, adjustment, complaint, or opinion.		
	E-12: Write a letter of application.		
	E-13: Write a classified advertisement using specific information provided.		
	E-14: Write notes and assignments which contain necessary and accurate information.		
F- The student will fill out common forms.	F-15: Complete forms used to apply for a driver's license.		
	F-16: Complete the form necessary for an employee's withholding exemption.		
	F-17: Complete a form for voter registration.		
	F-18: Complete forms for entrance to military service, school, or a training program.		

FUNCTIONAL BASIC SKILLS – ENGLISH II

WRITING STANDARDS	BASIC SKILLS	Assessed '77'	Assessed '78'
	F-19: Complete forms used to apply for insurance and credit.		
	F-20: Complete forms used to apply for employment.		
	F-21: Complete the short form of an income tax report.		
G-The student will spell correctly.	G-22: Spell words from a selected high-frequency list of those words needed in writing through grade ten.	●	●
	G-23: Spell commonly used "consumer" words.	●	●
	G-24: Spell commonly used "survival" words.		
	G-25: Apply generalizations for adding prefixes and common derivational suffixes.		
	G-26: Independently use the dictionary to spell words.		
H-The student will puncuate correctly.	H-27: Use an apostrophe and s to form the plural of letters, numbers, signs, and words referred to as words. (e.g., four s's, two 3's, the number of and's)		
	H-28: Use an apostrophe to show the possessive of singular and plural nouns which end in s.	●	
	H-29: Use an apostrophe and s to show the possessive of singular and plural nouns which do not end in s.	●	●
	H-30: Use the comma before *and*, *but*, *nor*, *for*, *yet* when they join independent clauses, unless the clauses are very short.		●
I-The student will capitalize correctly.	I-31: Capitalize proper nouns and proper adjectives which name languages, institutions, companies, historical periods, a deity, important personal titles, and holidays.	●	●
J- The student will write legibly.	(Skills mastered at previous progression levels are expected to be maintained with more difficult materials appropriate for this grade level.)		

REFERENCE SHEETS

EXPLANATION

These sheets provide a listing of resources available which would be helpful for teaching particular objectives. Teachers should have copies of those materials listed under "adopted text references." "Supplemental Resources" must be purchased by individual schools.

FUNCTIONAL BASIC SKILLS – ENGLISH II REFERENCE SHEETS	
READING STANDARDS	SKILLS
A– The student will acquire a basic vocabulary as determined by a specific word list.	A-1 Associate words which are the same or opposite in meaning.
	A-2 Associate printed words with their oral equivalents.
	A-3 Associate words with their literal definitions.
	A-4 Associate words with their connotative definitions.

FUNCTIONAL BASIC SKILLS – ENGLISH II REFERENCE SHEETS	
ADOPTED TEXT REFERENCES	**SUPPLEMENTAL RESOURCES**
A-1 *New Voices 2:* Ginn, pp. 400-402 *New Voices 3:* Ginn, p. 168	A-1 *Reading Vocabulary Laboratory (Kit G):* BFA *Be a Better Reader (Bk. I):* Prentice Hall, pp. 123-124 *Be a Better Reader (Basic Bk. C):* Prentice Hall, p. 178 *English for Everyday Living:* Ideal, pp. 23-24 *Reader's Workshop I:* Reader's Digest, B/Vocabulary 1, 2, 4, 5, 10, 13 *Reading for Concepts* (Bk. A, B, C): Webster/McGraw Hill
	A-2 See *Suggested Statewide Reading and Spelling Vocabulary List.* *Warriner's English Grammar and Composition* (Third Course-Heritage Edition): Harcourt, pp. 591-652 *Reading Vocabulary Laboratory* (Kit G): BFA
	A-3 See *Suggested Statewide Reading and Spelling Vocabulary List.* *Warriner's English Grammar and Composition* (Third Course-Heritage Edition): Harcourt, pp. 591-652 *Reading Vocabulary Laboratory* (Kit G): BFA
A-4 *New Voices 3:* Ginn, pp 231-232 *Signal-Sense* (Bk. 2): Scott, Foresman, p 72-73 *Signal-Image* (Bk. 2): Scott, Foresman, pp 66-69 *Reading Tactics A:* Scott, Foresman, pp 173-175 *Reading Tactics B:* Scott, Foresman, pp 166-168 *Reading Tactics C:* Scott, Foresman, pp 161-164	A-4 *Warriner's English Grammar and Composition* (Third Course-Heritage Edition): Harcourt, pp. 591-652

FUNCTIONAL BASIC SKILLS – ENGLISH II REFERENCE SHEETS	
READING STANDARDS	SKILLS
B– The student will determine word meaning from the way the word is used in a passage.	B-5 Determine word meaning using specific context clues.
C– The student will determine word meaning from a knowledge of word parts as used in a given context.	C-6 Associate contractions with their component words in a given context.
	C-7 Associate the appropriate derived words (prefixes and suffixes) in a given context.

FUNCTIONAL BASIC SKILLS – ENGLISH II
REFERENCE SHEETS

ADOPTED TEXT REFERENCES	SUPPLEMENTAL RESOURCES
B-5 *New Voices, Teacher Resource Book 2:* Ginn, pp. 104, 105 *New Voices 3:* Ginn, p. 52, 53 *Reading Tactics A:* Scott, Foresman, pp. 11-26 *Reading Tactics B:* Scott, Foresman, pp. 11-24 *Reading Tactics C:* Scott, Foresman, pp. 11-24 *Signal-Image:* Scott, Foresman, pp. 66-67, 71-72	B-5 *Basic Reading Skills:* Scott, Foresman, pp. 7-13, 15, 18-23 *Building English Skills, Orange:* McDougal, Littell, pp. 7, 8 *New Practice Readers:* Webster/McGraw Hill, Books A-G *NFL Reading Kit:* Bowmar *Reader's Workshop I:* Reader's Digest, A/Definitions 2-15, B/Vocabulary 2-15 *Reader's Workshop II:* Reader's Digest, B/Vocabulary 2, 4, 9, 11, 13, 14, 15 *Reading For Concepts:* Webster, Books A-H *Reading Vocabulary Laboratory- Words in Context* (Kit G): BFA *Warriner's English Grammar and Composition* (Third Course- Heritage Edition): Harcourt, pp. 594-606
	C-6 *Clues:* Educational Progress, (Mag) 3-Lesson 30 *Warriner's English Grammar and Composition* (Third Course-Heritage Edition):, pp. 525-527
C-7 *New Voices 2:* Ginn, pp. 391-393 *New Voices 3:* Ginn, pp. 197-198 *New Voices Teacher's Resource Book 3:* Ginn, p. 105 *Reading Tactics A:* Scott, Foresman, pp. 32-46 *Reading Tactics B:* Scott, Foresman, pp. 25, 26, 30-46 *Reading Tactics C:* Scott, Foresman, pp. 31-44 *Signal-Image:* Scott, Foresman, pp. 73-77 *Signal-Gallery:* Scott, Foresman, pp. 78-80	C-7 *Basic Reading Skills:* Scott, Foresman, pp. 24, 26-35 *Be A Better Reader:* Prentice Hall, Book B, pp. 58, 82; Book C, pp. 98-99 *Be A Better Reader Basic Skills:* Prentice Hall, Book C, pp. 116-119 *Clues:* Educational Progress, Mag. 3, Lesson 25-26 *Reading Vocabulary Laboratory (Kit G):* BFA *Warriner's English Grammar and Composition* (Third Course-Heritage Edition): Harcourt, pp. 607-611

FUNCTIONAL BASIC SKILLS – ENGLISH II REFERENCE SHEETS	
READING STANDARDS	SKILLS
	C-8 Associate the appropriate inflected words (plurals, possessives, comparatives, superlatives, tense) in a given context.
E– The student will determine the main idea of a message.	E-9 Determine the main idea stated in a paragraph.
	E-10 Determine the main idea inferred from a paragraph.

FUNCTIONAL BASIC SKILLS – ENGLISH II
REFERENCE SHEETS

ADOPTED TEXT REFERENCES	SUPPLEMENTAL RESOURCES
C-8 *New Voices Teacher's Resource Book 2:* Ginn, p. 102	C-8 *Building English Skills, Orange- Handbook:* McDougal, Littell, pp. 27,28, 224, 247-250 *Clues:* Educational Progress, (Mag)- 3- Lesson 27, 28, 29 *English for Everyday Living:* Ideal, pp. 55-61, 63-65, 72-75 *Reading Road to Writing:* Globe, Book 2,3 *Warriner's English Grammar and Composition* (Third Course- Heritage Edition): Harcourt, pp. 202-209
E-9 *Reading Tactics A:* Scott, Foresman, pp. 105-108, 113-114, 119-125 *Reading Tactics B:* Scott, Foresman, pp. 105-109 *Reading Tactics C:* Scott Foresman, pp. 115-119 *Signal-Sense:* Scott, Foresman, pp. 194-200 *Signal-Image:* Scott, Foresman, pp. 213-217 *Signal-Gallery:* Scott, Foresman, pp. 200-205, 209-211	E-9 *Basic Reading Skills:* Scott, Foresman, pp. 60-64, 66, 70, 72, 74, 75, 113 *Be A Better Reader:* Prentice Hall, Book A, pp. 21, 22, 54, 55; Book C, pp. 16, 17, 42-44 *Be A Better Reader, Basic Skills:* Prentice Hall, Book A, pp. 21, 22; Book B, pp. 22, 54-55; Book C, pp. 23-24, 54-57 *Comprehension Skills Laboratory (H):* BFA-Generalization Skills *NFL Reading Kit:* Bowmar *Reader's Workshop I:* Reader's Digest, A/Main Idea 1-5 *Reader's Workshop II:* Reader's Digest, B/Main Idea 6, 7, 9, 14, 15; A/Paragraph 1-15 *Reading for Concepts:* Webster/McGraw Hill- Books A-H *Specific Skills Series:* Barnell- Loft, Getting the Main Idea
E-10 *Signal-Sense:* Scott, Foresman, pp. 200-205 *Signal-Image:* Scott, Foresman, pp. 142	E-10 *Comprehension Skills Laboratory (H):* BFA-Evaluation Skills *NFL Reading Kit:* Bowmar *Reader's Workshop I:* Reader's Digest, B/Main Idea 1-15

FUNCTIONAL BASIC SKILLS – ENGLISH II REFERENCE SHEETS	
READING STANDARDS	SKILLS
	E-11 Determine the main idea inferred from a selection.
F– The student will find information in a message.	F-12 Find who, what, where, when, which, and how information in a selection.
	F-13 Determine the order of details in a selection.

FUNCTIONAL BASIC SKILLS – ENGLISH II REFERENCE SHEETS	
ADOPTED TEXT REFERENCES	SUPPLEMENTAL RESOURCES
E-11 *New Voices 3:* Ginn, pp. 101-108 *Reading Tactics A:* Scott, Foresman, pp. 109-112 *Reading Tactics B:* Scott, Foresman, pp. 110-113 *Reading Tactics C:* Scott, Foresman, pp. 111-114 *Signal-Sense:* Scott, Foresman, pp. 131-143 *Signal-Image:* Scott, Foresman, pp. 144-156, 217-220 *Signal-Gallery:* Scott, Foresman, pp. 134-141	E-11 *Comprehension Skills Laboratory (H):* BFA-Evaluation Skills *New Practice Readers:* Webster/McGraw Hill, Books A-G
	F-12 *Basic Reading Skills:* Scott, Foresman, pp. 65, 67, 114 *Comprehension Skills Laboratory (H):* BFA-Information Skills *Reader's Workshop I:* Reader's Digest, A/Sentence Analysis 1-15 *Specific Skills Series:* Barnell-Loft, Locating the Answers
	F-13 *Comprehension Skills Laboratory (H):* BFA-Organizational Skills *NFL Reading Kit:* Bowmar *Reader's Workshop I:* Reader's Digest, C/Sequence 1-15 *Reader's Workshop II:* Reader's Digest, C/Sequence 1-15 *Specific Skills Series:* Barnell-Loft, Detecting the Sequence

FUNCTIONAL BASIC SKILLS – ENGLISH II REFERENCE SHEETS	
READING STANDARDS	SKILLS
	F-14 Find details which refer to a main idea.
	F-15 Determine details which are inferred from a selection.
G– The student will determine the causes and effects of events and actions.	G-16 Determine the inferred cause and effect of an action or event.

FUNCTIONAL BASIC SKILLS – ENGLISH II
REFERENCE SHEETS

ADOPTED TEXT REFERENCES	SUPPLEMENTAL RESOURCES
F-14 *New Voices 3:* Ginn, pp. 142-145 *Reading Tactics A:* Scott, Foresman, p. 105 *Reading Tactics B:* Scott, Foresman, p. 123-127 *Reading Tactics C:* Scott, Foresman, p. 120-123	F-14 *Basic Reading Skills:* Scott, Foresman, pp. 65, 67, 71, 78, 110, 111 *Be A Better Reader:* Prentice Hall, Book A, pp. 98-99 *Be A Better Reader - Basic Skills:* Prentice Hall, Book A, pp. 126-127; Book B, pp. 106-107 *Comprehension Skills Laboratory (H):* BFA Information Skills *New Practice Reader's:* Webster/McGraw Hill, Books A-C *Reader's Workshop I:* Reader's Digest, A/Recall 1-15; E/Characterization 1-15 *Reading for Concepts:* Webster, Books A-H *Specific Skills Series:* Barnell-Loft, Locating the Answers, Getting the Facts
F-15 *Reading Tactics A:* Scott, Foresman, pp. 81-101 *Reading Tactics B:* Scott, Foresman, pp. 80-95 *Reading Tactics C:* Scott, Foresman, pp. 84-93	F-15 *New Practice Readers:* Webster/McGraw Hill, Books B-G *Reader's Workshop I:* Reader's Digest, B/Inference 1-15 *Reader's Workshop II:* Reader's Digest, B/Drawing Conclusions 1-15 *Specific Skills Series:* Barnell-Loft, Drawing Conclusions
G-16 *Reading Tactics B:* Scott, Foresman, pp. 136-138 *Reading Tactics C:* Scott, Foresman, pp. 94-98	G-16 *Be A Better Reader:* Prentice Hall, Book A, pp. 68, 110-112; Book B, pp. 48-51; Book C, pp. 106-109 *Be A Better Reader - Basic Skills:* Prentice Hall, Book C, p. 131 *Reader's Workshop I:* Reader's Digest, C/Cause and Effect 1-15 *Reader's Workshop II:* Reader's Digest, C/Logical Thinking 1-15 *Reading for Concepts:* Webster/McGraw Hill, Books D-H

FUNCTIONAL BASIC SKILLS – ENGLISH II REFERENCE SHEETS	
READING STANDARDS	SKILLS
H– The student will determine logical generalizations which can be drawn from a message.	H-17 Identify the appropriate conclusion in a subject area.
	H-18 Infer feelings and emotions.
	H-19 Identify outcomes based on inferences.
I– The student will recognize fantasy, fact, and opinion in a message.	I-20 Distinguish between facts and opinions.
	I-21 Identify an unstated opinion.

FUNCTIONAL BASIC SKILLS – ENGLISH II REFERENCE SHEETS	
ADOPTED TEXT REFERENCES	SUPPLEMENTAL RESOURCES
	H-17 *New Practice Readers:* Webster/McGraw Hill, Books D-G *Reader's Workshop I:* Reader's Digest, B/Writer's Purpose 3-15 *Reader's Workshop II:* Reader's Digest, E/Point of View 1-15; E/Literary Device 1-15
H-18 *New Voices 2:* Ginn, pp. 385-387 *Signal- Gallery (Book 2):* Scott, Foresman, pp. 50-55	H-18 *Basic Reading Skills:* Scott, Foresman, pp. 17, 67, 73, 112 *Comprehension Skills Laboratory (H):* BFA-Evaluation Skills *Reader's Workshop I:* Reader's Digest, E/Characterization 4-15; E/Mood 4-15
H-19 *New Voices 2:* Ginn, pp. 386-387	H-19 *Basic Reading Skills:* Scott, Foresman, pp. 111,112 *Comprehension Skills Laboratory (H):* BFA—Evaluation Skills *Reader's Workshop II:* Reader's Digest, B/Drawing Conclusions 3-7 *Specific Skills Series:* Barnell- Loft, Drawing Conclusions
I-20 *Reading Tactics A:* Scott, Foresman, pp. 166-172 *Reading Tactics B:* Scott, Foresman, pp. 160-165 *Reading Tactics C:* Scott, Foresman, pp. 103-107 *Signal-Sense- Bk. 2:* Scott, Foresman, pp. 65-71 *Signal-Image:* Scott, Foresman, pp. 156-157 *Signal-Image - Book 2:* Scott, Foresman, pp. 58-65 *Signal-Gallery:* Scott, Foresman, pp. 142-143	I-20 *Basic Reading Skills:* Scott, Foresman, pp. 106-109 *Be A Better Reader:* Prentice Hall, Book C, pp. 90-91 *Be A Better Reader Basic Skills:* Prentice Hall, Book C, p. 146 *English for Everyday Living:* Ideal, pp. 165-174 *NFL Reading Kit:* Bowmar
	I-21 *Reader's Workshop:* Reader's Digest, C/Analogy 1-5, 11-14

FUNCTIONAL BASIC SKILLS – ENGLISH II REFERENCE SHEETS	
READING STANDARDS	SKILLS
J– The student will recognize irrelevant and invalid statements.	J-22 Identify an irrelevant statement in a selection.
	J-23 Identify conclusions which are based upon insufficient evidence.
	J-24 Identify inaccurate assumptions.
K– The student will follow oral and written directions.	K-25 Follow written directions to complete a task.
L– The student will identify appropropriate sources for needed information.	L-26 Identify the appropriate source to obtain information on a topic.

FUNCTIONAL BASIC SKILLS – ENGLISH II REFERENCE SHEETS	
ADOPTED TEXT REFERENCES	SUPPLEMENTAL RESOURCES
	J-22 *Basic Reading Skills:* Scott, Foresman, pp. 110-111 *Comprehension Skills Laboratory (H):* BFA-Evaluation Skills *Reader's Workshop I:* Reader's Digest, A/Main Idea 1-3, 10-15 *Reader's Workshop II:* Reader's Digest, A/Comprehension 6, 9, 11, 12, 14, 15
J-23 *Signal-Gallery - Book 2:* Scott, Foresman, pp. 50-55	
J-24 *Reading Tactics C:* Scott, Foresman, pp. 169, 174 *Signal-Gallery (Book 2):* Scott, Foresman, pp. 50-55, 57-59	J-24 *Basic Reading Skills:* Scott, Foresman, p. 117 *New Practice Reader:* Webster/McGraw Hill, Books A-G *Reader's Workshop II:* Reader's Digest, C/Logical Thinking 6, 8, 9, 11, 12, 14, 15 *Real Life Reading Skills:* Scholastic, pp. 108-111
	K-25 *Basic Reading Skills:* Scott, Foresman, p. 131 *Comprehension Skills Laboratory (H):* BFA-Organizational Skills *Reader's Workshop I:* Reader's Digest, D/Following Directions 1-15 *Reader's Workshop II:* Reader's Digest, D/Following Directions 1-15 *Real Life Reading Skills:* Scholastic, pp. 17-33 *Specific Skills Series:* Barnell-Loft, Following Directions
	L-26 *Basic Reading Skills:* Scott, Foresman, pp. 181-187 *Life Skills Reading:* Educational Design Inc. *Reading Skills For The Real World:* BFA *Reading With A Purpose:* Harcourt *Real Life Reading Skills:* Scholastic

FUNCTIONAL BASIC SKILLS – ENGLISH II REFERENCE SHEETS	
READING STANDARDS	SKILLS
M—The student will use appropriate reference skills.	M-27 Select an appropriate dictionary definition for a word used in a specific context.
	M-28 Use an index to identify the location of information requiring the use of cross references.
	M-29 Use highway and city maps.
	M-30 Use a transportation schedule to locate specific information.

FUNCTIONAL BASIC SKILLS – ENGLISH II REFERENCE SHEETS	
ADOPTED TEXT REFERENCES	SUPPLEMENTAL RESOURCES
	L-26 *Warriner's English Grammar and Composition*, (Third Course): Harcourt pp. 555-564
M-27 *Reading Tactics A:* Scott, Foresman, pp. 68-70 *Reading Tactics B:* Scott, Foresman, pp. 66-73 *Reading Tactics C:* Scott, Foresman, pp. 60-62, 65-67, 75-77	M-27 *Basic Reading Skills:* Scott, Foresman, pp. 14, 16 *Be A Better Reader:* Prentice Hall, Book A, p. 118; Book C, p. 121 *Be A Better Reader- Basic Skills:* Prentice Hall, Book A, p. 150; Book C, p. 143 *Reader's Workshop I:* Reader's Digest, D/Using a Dictionary; C/Multiple Meaning 1-15 *Reader's Workshop II:* Reader's Digest, A/Definitions
	M-28 *Basic Reading Skills:* Scott, Foresman, p. 152 *Be A Better Reader:* Prentice Hall, Book C, pp. 118-119 *Be A Better Reader- Basic Skills:* Prentice Hall, Book C, pp. 140-141 *English for Everyday Living:* Ideal, pp. 152-153, 158-159 *Reader's Workshop I:* Reader's Digest, D/Locating Information, pp. 5, 7, 10, 13
	M-29 *Basic Reading Skills:* Scott, Foresman, pp. 82, 156-157 *Everyday Reading and Writing:* New Reader's Press, pp. 187-204 *Reader's Workshop I:* Reader's Digest, D/Reading Maps and Charts 1-15 *Real Life Reading Skills:* Scholastic, pp. 78-79 *Real World English - Writing 2:* Scholastic, pp. 24-28
	M-30 *Real Life Reading Skills:* Scholastic, pp. 72-73 *Real World English Writing 2:* Scholastic, pp. 49-53

FUNCTIONAL BASIC SKILLS – ENGLISH II REFERENCE SHEETS	
WRITING STANDARDS	SKILLS
A– The student will compose grammatically correct sentences.	A-1 Write complex declarative sentences using appropriate English word order.
B– The student will organize objects and information into logical groupings and order.	B-2 Write appropriate headings for groups of words and phrases.
	B-3 Organize information for a report under appropriate headings.
	B-4 Order, subordinate, or classify information before writing.

FUNCTIONAL BASIC SKILLS – ENGLISH II REFERENCE SHEETS	
ADOPTED TEXT REFERENCES	SUPPLEMENTAL RESOURCES
A-1 *Reading Road to Writing:* Globe, Book 1	A-1 *Building English Skills - Orange-Handbook:* McDougal, Littell, pp. 84-85 *Warriner's English Grammar and Composition* - Third Course: Harcourt, pp. 122-123
B-2 *New Voices 2:* Ginn, pp. 223-225	B-2 *Basic Reading Skills:* Scott, Foresman, pp. 80, 146-147 *Building English Skills-Orange:* McDougal, Littell, pp. 125-130(black) *Reader's Workshop I:* Reader's Digest, C/Classification 1-15; D/Outlining 1-15 *Reader's Workshop II:* Reader's Digest, D/Outlining 1-15 *Warriner's English Grammar and Composition*-Third Course: Harcourt, pp. 326-329 *Writing Skills Workshop III:* BFA
B-3 *New Voices 2:* Ginn, pp. 223-225	B-3 *Basic Reading Skills:* Scott, Foresman, pp. 143-147 *Building English Skills-Orange:* McDougal, Littell, pp. 125-130(black) *Reader's Workshop I:* Reader's Digest, C/Classification, D/Outlining *Reader's Workshop II:* Reader's Digest, D/Outlining *Real World English-Writing I:* Scholastic, pp. 28-32 *Warriner's English Grammar and Composition* - Third Course: Harcourt, pp. 326-329 *Writing Skills Workshop III:* BFA
	B-4 *Be A Better Reader-Basic Skills:* Prentice Hall, Book C, p. 200 *Writing Skills Workshop III:* BFA

FUNCTIONAL BASIC SKILLS – ENGLISH II REFERENCE SHEETS	
WRITING STANDARDS	**SKILLS**
C– The student will write a paragraph expressing ideas clearly.	C-5 Write a paragraph by giving information in support of topic.
	C-6 Write a paragraph with details arranged in order of importance.
	C-7 Write a paragraph using connecting words or phrases which show relationship.
D– The student will write for the purpose of supplying necessary information.	D-8 Include necessary information when writing messages to make a request or to supply information.
	D-9 Include necessary information when writing brief statements describing the steps of a process or event.

FUNCTIONAL BASIC SKILLS – ENGLISH II REFERENCE SHEETS	
ADOPTED TEXT REFERENCES	SUPPLEMENTAL RESOURCES
	C-5 *Building English Skills-Orange:* McDougal, Littell, pp. 55-85(black) *English for Everyday Living:* Ideal, pp. 91-95 *Real World English-Writing 2:* Scholastic, pp. 113-118 *Real World English- Writing 3:* Scholastic, pp. 75-79 *Warriner's English Grammar and Composition*-Third Course: Harcourt, pp. 279-295 *Writing Skills Workshop III:* BFA
	C-6 *Real World English-Writing 1:* Scholastic, pp. 46-49 *Warriner's English Grammar and Composition*-Third Course: Harcourt, pp. 295-300 *Writing Skills Workshop III:* BFA
	C-7 *Warriner's English Grammar and Composition*-Third Course: pp. 301-309 *Writing Skills Workshop III:* BFA
	D-8 *Real Life Reading Skills:* Scholastic, pp. 36-37 *Real World English-Writing:* Scholastic, Book 1, pp. 23-27, 113-117; Book 2, 54-58, 123-127; Book 3, pp. 6-9 *Warriner's English Grammar and Composition*-Third Course: Harcourt, p. 429
	D-9 *Real World English-Writing:* Scholastic, Book 1, pp. 50-55; Book 2, pp. 11-15, 24-28, 39-43; Book 3, pp. 49-53

FUNCTIONAL BASIC SKILLS – ENGLISH II REFERENCE SHEETS	
WRITING STANDARDS	SKILLS
E– The student will write letters and messages using commonly accepted formats.	E-10 Use proper form to write a business letter which contains necessary and accurate information.
	E-11 Write a letter of request, adjustment, complaint, or opinion.
	E-12 Write a letter of application.
	E-13 Write a classified advertisement using specific information provided.
	E-14 Write notes and assignments which contain necessary and accurate information.
F– The student will fill out common forms.	F-15 Complete forms used to apply for a driver's license.
	F-16 Complete the form necessary for an employee's withholding exemption.
	F-17 Complete a form for voter registration.
	F-18 Complete forms for entrance to military service, school, or a training program.

FUNCTIONAL BASIC SKILLS – ENGLISH II REFERENCE SHEETS	
ADOPTED TEXT REFERENCES	SUPPLEMENTAL RESOURCES
E-10 *New Voices 3:* Ginn, pp. 366, 377-382	E-10 *Building English Skills-Orange:* McDougal, Littell, pp. 171-177(black) *English for Everyday Living:* Ideal, pp. 106-108 *Everyday Reading and Writing:* New Reader's Press, pp. 141-147 *Real World English-Writing 1:* Scholastic, pp. 78-82
E-11 *New Voices 3:* Ginn, pp. 367-372	E-11 *Building English Skills-Orange:* McDougal, Littell, pp. 180-184(black) *Warriner's English Grammar and Composition*-Third Course: Harcourt, pp. 431
E-12 *New Voices 3:* Ginn, pp. 374-376	E-12 *Everyday Reading and Writing:* New Reader's Press, pp. 148-152
	E-13 *Real World English Writing 2:* Scholastic, pp. 71-75
	E-14 *Real World English Writing 3:* Scholastic, pp. 44-48
	F-15 *Life Skills Reading:* Educational Design pp. 92-93 *Reading With a Purpose:* Harcourt, pp. 196-198 *Real Life Reading Skills:* Scholastic, pp. 42-43
	F-16 *Reading With A Purpose:* Harcourt, pp. 84-85
	F-17
	F-18 *Reading With A Purpose:* Harcourt, pp. 250-257, 265-273

FUNCTIONAL BASIC SKILLS – ENGLISH II REFERENCE SHEETS	
WRITING STANDARDS	**SKILLS**
	F-19 Complete forms used to apply for insurance and credit.
	F-20 Complete forms used to apply for employment.
	F-21 Complete the short form of an income tax report.
G– The student will spell correctly.	G-22 Spell words from a selected high-frequency list of those words needed in writing through grade 10.
	G-23 Spell commonly used "consumer" words.
	G-24 Spell commonly used "survival" words.
	G-25 Apply generalizations for adding prefixes and common derivational suffixes.

FUNCTIONAL BASIC SKILLS – ENGLISH II REFERENCE SHEETS	
ADOPTED TEXT REFERENCES	SUPPLEMENTAL RESOURCES
	F-19 *Life Skills Reading:* Educational Designs, pp. 96-97 *Reading With A Purpose:* Harcourt, pp. 176-179, 184-187, 210-214 *Real Life Reading Skills:* Scholastic, pp. 48-49
	F-20 *Basic Reading Skills:* Scott, Foresman, p. 133 *English for Everyday Living:* Ideal, pp. 111-113 *Life Skills Reading:* Educational Designs, Inc., pp. 94-95 *Real Life Reading Skills:* Scholastic, pp. 44-45 *Real World English-Writing 3:* Scholastic, pp. 38-43
	F-21 *Life Skills Reading:* Educational Designs, Inc., pp. 66-69 *Reading With A Purpose:* Harcourt, pp. 96-100
G-22 See *Suggested Statewide Spelling Words:* Grades 8-10	
G-23 See *"Consumer"* Word List	
G-24 See *"Survival"* Word List	
G-25 *Reading Tactics A:* Scott, Foresman, pp. 27-28, 32-46 *Reading Tactics B:* Scott, Foresman, pp. 25-26, 34-35 *Reading Tactics C:* Scott, Foresman, p. 32	G-25 *Basic Reading Skills:* Scott, Foresman, pp. 25, 27, 30, 33 *Be A Better Reader:* Prentice Hall, Book A, pp. 138-139 *Be A Better Reader-Basic Skills:* Prentice Hall, Book B, pp. 104-105 *English for Everyday Living:* Ideal, pp. 19-22 *Reader's Workshop II:* Reader's Digest, A/Word construction 1-15 *Real World English-Language 1:* Scholastic, pp. 52-99

FUNCTIONAL BASIC SKILLS – ENGLISH II REFERENCE SHEETS	
WRITING STANDARDS	SKILLS
	G-26 Independently use the dictionary to spell words.
H– The student will punctuate correctly.	H-27 Use an apostrophe and s to form the plural of letters, numbers, signs, and words referred to as words.
	H-28 Use an apostrophe to show the possessive of singular and plural nouns which end in s.
	H-29 Use an apostrophe and s to show the possessive of singular and plural nouns which do not end in s.
	H-30 Use the comma before and, but, nor, for, yet when they join independent clauses, unless the clause is very short.
I– The student will capitalize correctly.	I-31 Capitalize proper nouns and proper adjectives which name languages, institutions, companies, historical periods, a deity, important personal titles, and holidays.

FUNCTIONAL BASIC SKILLS – ENGLISH II REFERENCE SHEETS	
ADOPTED TEXT REFERENCES	SUPPLEMENTAL RESOURCES
	G-26 *Reader's Workshop I:* Reader's Digest, D/Using the dictionary 1-15
	H-27 *Building English Skills-Orange:* McDougal, Littell, Handbook, p. 224 *Warriner's English Grammar and Composition*-Third Course: Harcourt, pp. 527
	H-28 *Building English Skills-Orange:* McDougal, Littell, Handbook, p. 219 *English for Everyday Living:* Ideal, pp. 42-43, 67 *Warriner's English Grammar and Composition*-Third Course: Harcourt, pp. 516-524
	H-29 *Building English Skills-Orange:* McDougal, Littell, Handbook, pp. 219-222 *English for Everyday Living:* Ideal, pp. 42- 43, 67 *Warriner's English Grammar and Composition*-Third Course: Harcourt, pp. 516-524
	H-30 *Warriner's English Grammar and Composition*-Third Course: Harcourt, pp. 467-471 *Writing Skills Workshop III:* BFA
	I-31 *Building English Skills-Orange:* McDougal, Littell, Handbook, pp. 186, 196 *English for Everyday Living:* Ideal, pp. 47-53 *Reading Road to Writing:* Globe, Book 6, pp. 1-8 *Warriner's English Grammar and Composition*-Third Course: Harcourt, pp. 441-456 *Writing Skills Workshop III:* BFA

INSTRUCTIONAL MINI-PACKETS

EXPLANATION

An Instructional Mini-Packet is provided for each standard and skill. These contain preparatory sheets, activity sheets, evaluation sheets, and answer keys for teaching each basic skill. These can serve as a resource for teachers to use in designing their instructional programs. Teachers may duplicate any materials they need from the packets.

FUNCTIONAL BASIC SKILLS – ENGLISH II INSTRUCTIONAL MINI-PACKET CONTENTS					
STANDARD AND SKILLS	PREPARATORY SHEETS	ACTIVITIES	EVALUATIONS	ANSWER KEYS	
				ACT.	EVAL.
READING					
A-1	2	4	4	1	1
A-2	2	2	4	1	1
A-3	2	2	4	1	1
A-4	1	4	4	1	1
B-5	2	4	4	1	1
C-6	2	5	4	2	1
C-7	1	4	4	1	1
C-8	4	6	4	3	1
E-9	1	6	4	1	1
E-10	2	4	4	1	1
E-11	1	5	4	1	1
F-12	2	5	4	1	1
F-13	1	4	4	1	1
F-14	1	4	4	1	1
F-15	1	4	4	1	1
G-16	1	4	3	1	1
H-17	2	4	4	1	1
H-18	1	4	4	1	1
H-19	1	4	4	1	1
I-20	1	4	4	1	1
I-21	1	4	4	1	1
J-22	1	4	4	1	1
J-23	1	4	4	1	1
J-24	1	4	4	1	1
K-25	2	8	4	2	1
L-26	1	10	4	2	1
M-27	2	7	4	1	1
M-28	1	2	2	1	1
M-29	1	5	4	1	1
M-30	1	4	4	1	1

FUNCTIONAL BASIC SKILLS – ENGLISH II INSTRUCTIONAL MINI-PACKET CONTENTS					
STANDARD AND SKILLS	PREPARATORY SHEETS	ACTIVITIES	EVALUATIONS	ANSWER KEYS	
				ACT.	EVAL.
WRITING					
A-1	1	5	4	1	1
B-2	1	4	4	1	1
B-3	1	4	4	1	1
B-4	2	4	4	2	3
C-5	0	4	4	1	1
C-6	1	4	4	1	1
C-7	1	4	4	1	1
D-8	1	4	4	1	1
D-9	2	3	4	1	1
E-10	2	4	4	1	1
E-11	4	4	4	1	1
E-12	2	4	2	1	1
E-13	3	5	4	1	1
E-14	2	4	2	1	1
F-15	1	3	2	1	1
F-16	1	3	3	1	1
F-17	1	4	3	1	1
F-18	1	4	3	1	1
F-19	3	4	3	1	1
F-20	2	5	3	2	1
F-21	1	3	3	1	1
G-22	1	4	4	1	1
G-23	1	4	4	1	1
G-24	1	4	4	1	1
G-25	1	4	4	1	1
G-26	1	4	4	1	1
H-27	1	4	4	1	1
H-28 & H-29	2	6	6	3	6
H-30	1	4	4	1	1
I-31	2	4	4	1	1

APPENDIX A
Reading Vocabulary List

SUGGESTED STATEWIDE READING VOCABULARY WORDS

GRADES 8 THROUGH 10

A

abbreviate
abbreviated
abbreviates
abbreviating
abnormal
access
accessible
accessory
accord
accumulate
acknowledgement
acute
acutely
adjourn
admirable
admittance
adolescent
advancement
affirmative
aggravate
aggravated
aggravates
aggravating
algae
alteration
amend
amended
amendment
amends
amplify
anniversaries
anniversary
anticipate
anticipated
anticipates
anticipating
anticipation
antidote
antiseptic
apparatus
appendices
appendix
appliance
appraise
ardent
aristocrat
aristocrats
armament
armory
aroma
arson
artery
assassinate
assassinated
assassinates
assassinating
assault
assaulted
assaulting
assaults
assent
assess
assurance
assurances
atone
attachment
attorney
attorneys
authentic
authorize
autobiography
auxiliaries
auxiliary

B

baffling
balk
banish
banished
banishes
banishing
barricade
barricaded
barricades
barricading
begrudge
begrudged
begrudges
begrudging
beneficial
beneficiary
bequeath
beverage
beverages
bias
binder
biographies
biography
biology
blotter
blotters
boarder
boomerang
boredom
boulevard
boulevards
boycott
breadth
brocade
browse
browsed
browses
browsing
buoyancy
buoyant

C

calamity
calculate
calculating
calculation
cameo
camouflage
camouflaged
camouflages
camouflaging
campaigned
campaigning
campaigns
cantaloupes
captivate
carburetor
caress
cascade
cashier
casualties
casualty
catastrophe
cavalry
census
certified
certifying
changeable
chauffeur
choral
chrome
circumference
circumstance
circumstances
civilian
clarify
cleanse
cleansed
cleaner
cleanness
cleansing
clearance
cleave
climax
coincidence
coincidences
collateral
collective
bargaining
combustion
comical
communicable
communism
commute
compensate
competent
completely
complication
comprehend
comprehended
comprehending
comprehends
comprehension
conceive
conceived
conceives
conceiving
convert
confidential
confidentially
consequently
conservative
consistent
consistently
constellation
consul
conviction
coordination
cope
corrupt
counselor
counselors
critic
critical
critically
critics
curdle
custody

SUGGESTED STATEWIDE READING VOCABULARY WORDS

GRADES 8 THROUGH 10

D

debris
deceit
defendant
deflate
deflated
deflect
demerit
demerits
denim
dental
detach
diagnosis
diaper
diapered
diapering
diapers
digestion
din
discipline
disciplined
disciplines
disciplining
disrespect
disrespectful
disrespectfully
distinctly
distort
distribution
distributor
donate
donated
donates
donating
donation
dorsal
douse
drowse
drowsily
dual

E

economical
efficiency
efficient
efficiently
eject
elate
elated
elates
elating
elope
eloped
elopes
eloping
emigrant
emotion
emotional
emotionally
emotions
enact
enacted
enacting
enacts
envious
era
eras
estimator
eternal
eternally
evade
evaded
evades
evading
exceed
exceeded
exceeding
exceeds
excelled
excelling
excels
exclusive
executive
exertion
expelled
expelling
expels
exposition
exposure
exquisite
external
externally
extraordinary
extravagance
extravagant
extravagantly

F

faculties
faculty
fashionable
faulty
feminine
ferocious
ferociously
feud
fiscal
flatter
flexible
florist
flounder
flourescent
fluster
flustered
flustering
flusters
forestry
forgery
formula
formulas
foyer
fracture
fraud
freshman
frigid
fugitive
fugitives

G

galvanized
gangling
gargle
garlic
gaunt
genial
gloat
gloated
gloating
gloats
graft

H

haggard
haphazard
hardy
hazard
hazardous
heifer
hemisphere
hilarious
hinderance
hoard
hoarded
hoarding
hoards
honorary
horizontal
hospitable
hostage
humidity

I

illegal
illegally
immigrants
immigrate
immigrated
immigrates
immigrating
immigration
imperfect
impersonate
impetuous
imply
imposter
incapable
incidental
incite
incorporate
incredible
incriminate
incurable
indefinite
indict
indigestion
infirmary
inflammable
inflate
inflated
inflates
inflating
inflation
influential
ingenuity
inhale
inhaled
initiate
initiated
initiates
initiating
initiation
inoculate
inverse
isolated
isolates
isolating
itemize
itemized
itemizes
itemizing

SUGGESTED STATEWIDE READING VOCABULARY WORDS

GRADES 8 THROUGH 10

J

jaunt
jazz
joust
jovial
judicial
juror
jurors
justifies
justify
justifying
juvenile

K

kiln
kilns

L

lavatory
leaflet
lease
leased
leases
leasing
lethal
libel
lien
lilt
limber
limbered
limbering
limbers
lisp
lisped
lisping
lisps
literal
livelihood
loathe
logic
logical
lubricate
lubricated
lubricates
lubricating
lyric
lyrics

M

mandatory
mangle
mangled
mangles
mangling
martyr
masterpiece
meager
meagerly
median
meditate
metamorphic
minimum wage
minorities
miraculous
mirage
mirages
misapprehension
misery
miscellaneous
misunderstand
misunderstanding
misunderstood
mobile
mode
modular
modulate
module
modules
monopoly
monotenous
mortgage
mortgaging
mosaic
mosque
musty
mutilate
multilated
multilates
multilating
mystify
mythology

N

narrate
narrated
narrates
narrating
narration
narrative
narrator
narrators
naturalize
nominate
nominated
nominates
nominating
nomination
notoriety
notorious
nourish
novelty
nucleus

O

obligation
obscene
occupant
offensive
officiate
omit
omits
omitted
omitting
opaque
oppress
orator
originate
overhaul

P

pamper
pampered
pamphlet
pantomine
paralysis
paralyzed
paralyzes
paralyzing
pastries
pastry
patron
patronage
penalize
penalty
penetrate
perimeter
periodical
periodically
periscope
persicopes
perpetual
phenomenal
philanthropy
piety
piston
pivot
plaintiff
plumage
policy
precise
precisely
precision
prefabricate
prefabricated
preferable
preference
pretense
pretext
profile
projector
promissory
prong
prophesy
prosper
prosperity
prosperous
preposition
pursue
pursued
pursues
pursuing
pursuit

Q

quake
quaked
quakes
quaking
qualification
quartet
quench
quenched
quenches
quenching
quest
quota
quote

SUGGESTED STATEWIDE READING VOCABULARY WORDS

GRADES 8 THROUGH 10

R

radical
rafter
rafters
rational
rationale
rationed
rationing
rave
raved
raves
raving
realm
rebate
reclaim
recommendation
recommendations
recompute
recruited
recruiting
recruits
redeem
referee
refereed
refereeing
referees
refrain
refrained
refraining
refrains
reign
reigned
reigning
reigns
reimburse
reject
rejected
rejecting
rejects
reluctant
reluctantly
remittance
removal
repeal
repealed
repealing
repeals
repent
repented
repenting
repents
representation
reproach
requisition
restrain
revelation
reverence
reverend
reverent
reverently
revoke
romance
rupture

S

saliva
salvage
salvaged
salvages
salvaging
satire
scald
scalded
scalding
scalds
scallop
scallops
scaly
sensitive
sensitivity
sentinel
sexes
shirk
shirked
shirking
shirks
shrivel
shun
shunned
shunning
shuns
singe
singular
sinister
soprano
specification
spectacular
spectacularly
spectator
spectators
splice
splices
sportsmanship
staple
stapled
staples
stapling
stratosphere
subtrahend
sue
sued
sues
suing
survival
survived
survives
surviving
survivor
swerve
swerved
swerves
swerving
symphony
symptom
systematic
systematically

T

telescope
tempest
temporarily
temporary
temptation
trio
trump
trumped
trumping
trumps
tuberculosis
typhoon

U

unanimous
unify
unique
unison
upholster
urban
urn
usage
utilize
utmost

V

vacancies
vacancy
vagrant
valiant
valid
valor
vanquish
vaporize
variable
variation
vaudeville
vengeance
ventilate
veranda
verify
versatile
veto
vetoed
vetoes
vetoing
victorious
villain
violation
virtue
virtues
vocabulary
voucher
vulgar

W

warrant
waver
wavered
wavering
wavers
whim
whims
wholly
wily
withhold
wretched

Y

yearn

Z

zeal
zenith
zest

APPENDIX B
Spelling Vocabulary List

SUGGESTED STATEWIDE SPELLING VOCABULARY WORDS
GRADES 8 THROUGH 10

A

abolish
accidental
accommodate
accommodation
accusing
acknowledging
acknowledgement
acquaint
acquaintance
acquainted
addict
adequate
affectionately
affidavit
aisles
alligator
ammunition
amplified
analysis
ancestor
annex
annexation
anticipate
anticipation
antitoxin
anxiety
apology
appetite
approximate
approximately
artificial
ascertain
assess
associating
audio
authorities
autobiography

B

bacteria
baited
ballad
bankruptcy
barge
barrier
bosom
bough
bureau

C

campaign
cancellation
canvass
chaotic
characteristic
circuit
collateral
colonel
commercialize
commissioner
committed
committee
committees
company's
comparatively
competent
conception
condemn
confidential
confirmation
conscience
conscious
consequence
consequences
consequently
conspicuous
consonant
continuous
controversy
convenience
convenient
cordially
counsel
countenance
courteous
creation
credited
crisis
criticism
croquet
cruise
curiosity
cylinder

D

debarkation
debtor
deem
definitely
descend
desirous
discipline
distinctly
distinguish
distinguished
distressing
diversion
doctrine
dormitory
duly

E

efficiency
efficient
eligible
embarkation
embroidery
endeavor
endeavoring
epistle
esteemed
exceptionally
excessive
executive
exhibition
existence
exquisite
extraordinary

F

facilities
famine
fascinating
financial
flourish
foilage
foreclose
frustrate

G

guarantee
guaranteed

H

heartily
hostile
hygiene

I

icicles
immense
incidentally
inconvenience
inconvenienced
indebtedness
indefinite
indefinitely
inevitable
inherited
initial
initiation
injurious
inoculate
inquiries
intellectual
intelligence
interfere
interruption
itemized

L

lien
lieutenant

M

mechanic
memorandum
migrant
minimal
missile
modifiers
moisture
monarch
monitor
mortgage
mountainous

N

necessarily

O

omission
ordinarily

P

pageant
palmetto
pamphlet
pamphlets
parliament
pathetic
penicillin
peninsular
perceive
peril
philosophy
politician
possess
precisely
privilege
probation
prominent
prosecution
psychology
punctuate

Q

qualification

R

readjustment
rehearse
reign
renaissance
requisition
restaurant
ridiculous

S

sanitation
satisfactorily
scroll
solemn
sophomore
sorority
stalk
stationery
statistics
substantial
sufficient
sufficiently
supplement
suspicion

T

temporarily
thorough
thoroughly
tragedy
tourist
trophy

U

unanimous
undoubtedly
unnecessary

V

veneral
virtue
vitamin
voucher

W

warrant
wreath
wretched
wrought

APPENDIX C

Materials Referred to in Guide

MATERIALS REFERRED TO IN GUIDE

BARNELL - LOFT

Specific Skills Series: Copyright © 1977 by Barnell-Loft, Inc.

BFA

Comprehension Skills - Laboratory H: Copyright © 1976 by American Learning Corporation.

Reading Skills For The Real World: Copyright © 1979

Reading Vocabulary Laboratory- Kit G: Copyright © 1978 by American Learning Corporation.

Reading Vocabulary Laboratory- Words in Context - Kit G: Copyright © 1978 by American Learning Corporation.

Writing Skills Workshop III: Copyright © 1978, by American Learning Corporation.

BOWMAR/NOBLE PUBLISHERS, INC.

NFL Reading Kit: Copyright © 1977 by Bowmar/Noble Publisher

EDUCATIONAL DESIGN, INC.

Life Skills Reading: Copyright © 1980 by Educational Design, Inc.

EDUCATIONAL PROGRESS, INC.

Clues: Copyright © by Educational Progress, Inc.

GINN AND COMPANY

New Voices 2: Copyright © 1978 by Ginn and Company.

New Voices 3: Copyright © 1978 by Ginn and Company.

New Voices, Teacher Resource Book 2: Copyright © 1978 by Ginn and Company.

New Voices, Teacher Resource Book 3: Copyright © 1978 by Ginn and Company.

Read Better-Learn More- Books B,C: Copyright © 1972 by Ginn and Company.

GLOBE BOOK COMPANY

Reading Road to Writing- Books 1-6: Copyright © 1977by Globe Book Company.

Spell It Out - Books 1-2: Copyright © 1978 by Learning Trends, A Division of Globe Book Company.

World of Vocabulary - Books 1-4: Copyright © 1977 by Globe Book Company.

HARCOURT BRACE JOVANOVICH, INC.

Reading with a Purpose: Copyright © 1979, by Harcourt, Brace Jovanovich.

Warriner's English Grammar and Composition, Third Course- Heritage Edition: Copyright © 1977 by Harcourt Brace Jovanovich, Inc.

HOLT, RINEHART, WINSTON

How to Write for the World of Work: Copyright © 1978, by Holt, Rinehart Winston.

Troubleshooting: Basic Writing Skills- Copyright © 1978, by Holt, Rinehart Winston.

MATERIALS REFERRED TO IN GUIDE

HOUGHTON MIFFLIN

Cornerstone - English Skills Workbook: Copyright © 1978 by Houghton Mifflin Company.

Paragraph Development: Copyright ©1979 by Houghton Mifflin Company.

Sentence Improvement: Copyright © 1979 by Houghton Mifflin Company.

Troubleshooter I - Books 1-8: Copyright © by Houghton Mifflin Company.

IDEAL

English for Everyday Living: Copyright © 1976 by Ideal Publications.

McDOUGAL, LITTEL, AND COMPANY

Building English Skills - Orange Level: Copyright © 1978 by McDougal, Littel, and Company.

Basic Skills in English - Book 1: Copyright © 1980 by McDougal, Littel and Company.

NATIONAL TEXTBOOK COMPANY

Snap, Crackle and Write: Copyright © 1979 by National Textbook Company.

NEW READER'S PRESS

Everyday Reading and Writing: Copyright © by New Reader's Press.

PRENTICE HALL

Be A Better Reader- Basic Skills: Copyright © by Prentice Hall.

READER'S DIGEST EDUCATIONAL SERVICES, INC.

Reader's Workshop I, II: Copyright © 1974 by Reader's Digest Educational Services, Inc.

SCHOLASTIC MAGAZINES, INC.

Read Life Reading Skills: Copyright © 1977 by Scholastic Magazines, Inc.

Real World English - Language 1, 2, 3: Copyright © 1978 by Scholastic Magazines, Inc.

Real World English - Writing 1, 2, 3: Copyright © 1978 by Scholastic Magazines, Inc.

Practical English Program: Copyright © 1979 by Scholastic Magazine, Inc.

Scope English Program - Grammar and Composition: Copyright © 1979 by Scholastic Magazine, Inc.

SCOTT, FORESMAN, AND COMPANY

Basic Reading Skills: Copyright © 1970 by Scott, Foresman, and Company.

Reading Tactics A, B, C: Copyright © 1977 by Scott, Foresman, and Company.

Signal-Gallery: Copyright © 1977 by Scott, Foresman and Company.

Signal-Image: Copyright © 1977 by Scott, Foresman, and Company.

Signal-Sense: Copyright © 1977 by Scott, Foresman, and Company.

WEBSTER/McGRAW HILL

New Practice Readers - Books A-H: Copyright © 1978.

Reading for Concepts - Books A-H: Copyright © 1977.

APPENDIX D

New Minimum Student Performance Standards (1981-1985)

NEW MINIMUM STUDENT PERFORMANCE STANDARDS – 1981-1985

FUNCTIONAL BASIC SKILLS – ENGLISH II

The following revised minimum standards were presented to and approved by the Department of Education Performance Standards Task Force on February 9, 1979. After acceptance and approval by the Division of Public Schools Planning Council, The Director of the Division of Public Schools, and the Commissioner of Education, the revised standards were presented to the State Board of Education and approved for the 1981-82, 1982-83, 1983-84, and 1984-85 school years.

NEW MINIMUM STUDENT PERFORMANCE STANDARDS – 1981-1985
FUNCTIONAL BASIC SKILLS – ENGLISH II

READING STANDARDS	BASIC SKILLS	INSTRUCTION GIVEN	EVALUATED F-FORMALLY I-INFORMALLY
A. The student will demonstrate knowledge of a basic vocabulary as determined by a specified word list.	A-1: Identify frequently used words by sight.		
	A-2: Identify the meanings of frequently used words presented in context.		
B. The student will determine word meaning from a knowledge of word parts as used in a given context.	B-8: Identify the meanings of words with: a) prefixes using only base words that can stand alone; and b) suffixes using only base words that can stand alone.		
C. The student will demonstrate literal comprehension skills.	C-12: Determine the main idea stated in a paragraph.		
	C-13: Answer : a) "who" questions about sentences or paragraphs; b) "what" questions about sentences or paragraphs; c) "where" questions about sentences or paragraphs; d) "when" questions about sentences or paragraphs; e) "which" questions about sentences or paragraphs; and f) "how" questions about sentences or paragraphs.		
	C-14: Identify the order of events in a paragraph.		
	C-15: Identify the cause or effect stated in a paragraph.		
	C-16: Follow written directions.		
D. The student will demonstrate inferential comprehension skills.	D-17: Identify the meanings of words in context using: a) example clues; b) direct explanation clues; c) synonym clues; or d) comparison and contrast clues.		
	D-18: Identify the pronoun referent in a sentence or paragraph.		
	D-19: Identify the main idea implied in a paragraph.		
	D-20: Identify the cause or effect implied in a paragraph.		
	D-21: Identify an appropriate conclusion or generalization for a paragraph.		
E. The student will demonstrate evaluative comprehension skills.	E-23: Distinguish between facts and opinions in a paragraph.		
F. The student will demonstrate the appropriate skills for obtaining information.	F-25: Obtain appropriate information from pictures, maps, or signs.		
	F-26: Obtain appropriate information from diagrams, tables, graphs, or schedules.		
	F-27: Obtain appropriate information from indexes, tables of contents, or dictionary entries.		
	F-28: Obtain appropriate information from commonly used forms.		
	F-29: Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories and newspapers.		

NEW MINIMUM STUDENT PERFORMANCE STANDARDS – 1981-1985
FUNCTIONAL BASIC SKILLS – ENGLISH II

WRITING STANDARDS	BASIC SKILLS	INSTRUCTION GIVEN	EVALUATED F-FORMALLY I-INFORMALLY
A. The student will compose grammatically correct sentences.	A-7: Write the plural forms of nouns correctly.		
	A-9: Write declarative sentences having compound subjects and/or verbs.		
	A-10: Make subjects and verbs agree.		
	A-11: Use the appropriate forms of common irregular verbs in writing.		
	A-12: Write compound declarative sentences using appropriate English word order.		
B. The student will organize objects and information into logical groupings and orders.	B-18: Generate headings for groups of words or phrases.		
	B-19: Write a set of simple directions.		
	B-20: Organize information related to a single direction .		
C. The student will write a paragraph expressing ideas clearly.	C-25: Write a paragraph by giving information in support of one topic.		
	C-26: Write a paragraph using chronological order.		
D. The student will write for the purpose of supplying necessary information.	D-32: Include the necessary information when writing messages to make a request, to supply information, or to note an assignment.		
	D-33: Include the necessary information when writing brief statements describing the steps of a process or event.		
E. The student will write letters and messages.	E-39: Use a proper form when writing a simple business letter.		
	E-40: Use a proper form when addressing a business envelope.		
	E-41: Write a letter of request, adjustment, complaint, application, or opinion , which contains necessary and accurate information.		
F. The student will fill out common forms.	F-44: Complete order blanks.		
	F-46: Complete forms such as: driver's license; employee's withholding form; voter registration; entrance to military service; school or a training program; insurance; credit; employment; income tax (short forms); and Social Security.		
	F-47: Complete a money order or a check and its stub.		
G. The student will spell correctly.	G-52: Proofread for spelling.		
	G-56: Spell months of the year, days of the week, and numbers from one to one hundred twenty-one.		

NEW MINIMUM STUDENT PERFORMANCE STANDARDS – 1981-1985 FUNCTIONAL BASIC SKILLS – ENGLISH II		INSTRUCTION GIVEN	EVALUATED F-FORMALLY I-INFORMALLY
WRITING STANDARDS	**BASIC SKILLS**		
	G-57: Use a dictionary to spell words having phonetically regular beginnings.		
	G-58: Spell words needed in writing through grade ten.		
	G-59: Spell commonly used "consumer" words.		
	G-60: Spell commonly used "survival" words.		
	G-61: Apply generalizations for adding common suffixes.		
H. The student will punctuate correctly.	H-62: Use a period or question mark to punctuate simple declarative or interrogative sentences, respectively.		
	H-63: Use a period to complete abbreviations of common titles used as proper nouns (Mr., Mrs., Dr.).		
	H-64: Use a comma between names of cities and states and between the day of the month and the year.		
	H-65: Use the comma after the greeting and after the closing of a friendly letter.		
	H-66: Use an apostrophe to form contractions.		
	H-67: Use the comma to separate words in a series.		
	H-68: Use the comma to set off proper names in direct address.		
	H-69: Use an apostrophe and "s" to show the possessive of singular and plural nouns which do not end in "s".		
I. The student will capitalize correctly.	I-70: Capitalize the first letter of the first word of a sentence, the pronoun "I", and the first letters in the names of persons.		
	I-71: Capitalize a simple greeting and the first word of the closing of a letter.		
	I-72: Capitalize common titles (Mr., Mrs., Dr., Miss), and proper nouns which name persons, days of week, months of the year, and names of streets, cities, states, and countries.		
	I-73: Capitalize commonly used abbreviations for proper nouns.		
	I-74: Capitalize appropriate words in titles.		
	I-75: Capitalize proper nouns and proper adjectives which name languages, institutions, companies, historical periods, a deity, important personal titles, and holidays.		
J. The student will write legibly.	J-76: Use legible manuscript handwriting.		
	J-80: Use legible cursive handwriting.		
	J-81: Space sentences to form a legible paragraph.		

APPENDIX E

Overview of Objectives

LANGUAGE ARTS – 9TH GRADE	
MAJOR OBJECTIVE	SUB-OBJECTIVES
1.0 Develop vocabulary and expand spelling skills.	*The student will:* VOCABULARY 1.1 study selected grade level and content area vocabulary. 1.2 recognize root or base words. 1.3 divide words into syllables to assist in pronunciation. 1.4 decode compound words. 1.5 interpret the meaning of a word through the use of context clues. 1.6 know synonyms, antonyms, homophones, and homographs. 1.7 understand words with multiple meanings. 1.8 know prefixes and suffixes. 1.9 recognize differences in connotation and denotation. 1.10 recognize analogies. 1.11 develop dictionary skills. SPELLING 1.12 spell words from selected vocabulary list of words needed through grade nine. 1.13 spell words from selected list of content area words needed through grade nine. 1.14 spell words from selected list of survival words needed through grade nine.
2.0 Demonstrate effective grammatical and mechanical skills.	*The student will:* MECHANICS 2.1 use appropriate capitalization. 2.2 use appropriate punctuation. 2.3 use proper paragraph form. 2.4 proofread to correct grammar, spelling, capitalization, and punctuation. GRAMMAR 2.5 know that a noun can function as a subject of a verb, object of a verb, indirect object, object of a preposition, appositive, complement. 2.6 know that proper nouns name particular persons, places, or things. 2.7 know that collective nouns are nouns that name groups. 2.8 know that a pronoun can be substituted for a noun. 2.9 know that linking verbs relate nouns, pronouns or adjectives in the predicate to the subject of a sentence.

LANGUAGE ARTS – 9TH GRADE	
MAJOR OBJECTIVE	**SUB-OBJECTIVES**
	2.10 know that be, appear, seem, taste, and similar words function as linking verbs. 2.11 know that adjectives qualify and restrict nouns and pronouns. 2.12 know that adverbs modify verbs, adjectives, and adverbs. 2.13 know that prepositional phrases can function as adverbs or adjectives. 2.14 know positive, comparative, and superlative forms of adverbs or adjectives. 2.15 know that a preposition is a word used to show the relationship of a noun or pronoun to some other word(s) in a sentence. 2.16 know that the noun or pronoun following a preposition is called the object of the preposition. 2.17 know the function of the coordinate conjunctions: and, or, but, yet, so, nor, for. 2.18 know the function of the subordinating conjunctions such as because, since, and although. 2.19 know the function of the common correlative conjunctions such as neither, nor; either; or; not only; but also. 2.20 know the function of an interjection.
3.0 Demonstrate effective grammatical usage.	*The student will:* 3.1 know the subject and predicate are the two basic parts of a sentence. 3.2 identify the subject and predicate of a sentence. 3.3 know that the predicate of a sentence consists of a verb or verb phrase. 3.4 know that the subject of a simple sentence consists of a noun or pronoun. 3.5 distinguish complete simple sentences from fragments. 3.6 know that sentences may be classified by their structure: simple, compound, complex, and compound-complex. 3.7 know that a compound sentence consists of two or more simple sentences put together. 3.8 know that a complex sentence has an independent (main) clause and one or more dependent (subordinate) clauses. 3.9 know and write the four classes of sentences: declarative, imperative, interrogative, and exclamatory.

LANGUAGE ARTS -- 9TH GRADE	
MAJOR OBJECTIVE	**SUB-OBJECTIVES**
	3.10 know that a phrase is a group of words. 3.11 know that an appositive is a noun or pronoun that follows another noun or pronoun and renames it. 3.12 know that an appostive phrase is made up of an appositive and its modifiers. 3.13 know that a clause is a group of words containing a subject and predicate but is not always a complete sentence. 3.14 know that subordinate or dependent clauses may function as nouns, adjectives, or adverbs.
4.0 Develop the comprehension skills necessary for reading specialized literature.	*The student will:* LITERAL 4.1 read and follow directions to complete a task. 4.2 recall explicit details from short reading selections. 4.3 relate supporting details to the main idea of nonfiction material. 4.4 select details related to setting. 4.5 recognize key words to infer meanings of reading selections. 4.6 use main ideas to determine themes, dominant moods, or titles of short stories. 4.7 recall sequence of events in a selcted novel or novelette. 4.8 recall character traits from same selected novel or novelette (refer to 4.7) 4.9 summarize selected readings in various genres of literature. INTERPRETATION 4.10 identify emotional reactions of characters in stories. 4.11 identify conflicts in fiction. 4.12 draw conclusions about author's purpose. 4.13 identify author's point of view.
5.0 Apply appropriate mechanics, grammatical language usage, vocabulary, and style to functional and creative writing situations.	*The student will:* ORGANIZATION OF A REPORT 5.1 determine purpose and situation for a report. 5.2 select and limit a topic. 5.3 find and classify information relevant to a general topic. 5.4 take notes and prepare an outline from them.

LANGUAGE ARTS – 9TH GRADE	
MAJOR OBJECTIVE	SUB–OBJECTIVES
	5.5 develop topic sentences and supporting sentences. 5.6 arrange content in a logical order. 5.7 proofread for mechanical errors and legibility. ——— FUNCTIONAL WRITING ——— 5.8 write a friendly letter. 5.9 write a business letter. 5.10 complete written forms, applications, and questionnaires. 5.11 write lecture notes. 5.12 write messages. 5.13 conduct interviews. 5.14 write directions. 5.15 write summaries. ——— CREATIVE WRITING ——— 5.16 write a narrative paragraph. 5.17 write an explanatory paragraph. 5.18 write a persuasive paragraph. 5.19 write a descriptive paragraph. 5.20 write an argumentative paragraph.
6.0 **Apply skills to locate, organize, and interpret information.**	*The student will:* ——— LOCATING ——— 6.1 learn library facilities. 6.2 use the dictionary. 6.3 use the encyclopedia. 6.4 use library materials to acquire information. 6.5 use agencies and media sources to acquire information. ——— UTILIZATION ——— 6.6 use a title page. 6.7 use a table of contents. 6.8 use an introduction, preface, and foreword. 6.9 use an index for cross referencing. 6.10 use an appendix. ——— INTERPRETATION ——— 6.11 classify main concepts. 6.12 outline materials. 6.13 summarize material. 6.14 use specialized vocabulary. 6.15 employ previewing, skimming, and scanning. 6.16 use specialized study methods. 6.17 learn test-taking techniques. 6.18 adjust reading rate according to purpose. 6.19 read schedules.

LANGUAGE ARTS – 10TH GRADE	
MAJOR OBJECTIVE	SUB-OBJECTIVES
1.0 Develop vocabulary and expand spelling skills.	*The student will:* VOCABULARY 1.1 read selected grade level and content area vocabulary. 1.2 identify root or base words and know their meanings. 1.3 place accent on syllables to assist in pronunciation. 1.4 interpret the meaning of a word through the use of context clues. 1.5 distinguish differences among synonyms, antonyms, homographs, and homophones. 1.6 understand words with multiple meanings. 1.7 use prefixes and suffixes to change word meanings. 1.8 understand connotation and denotation. 1.9 make analogies. 1.10 utilize dictionary skills including word derivation. SPELLING 1.11 spell words from selected vocabulary list of words needed through grade ten. 1.12 spell words from selected list of content words needed through grade ten. 1.13 spell words from selected list of survival words needed through grade ten.
2.0 Demonstrate effective grammatical language usage.	*The student will:* MECHANICS 2.1 use appropriate capitalization. 2.2 use appropriate punctuation. 2.3 use proper essay form. 2.4 proofread to correct grammar, spelling, capitalization and punctuation. GRAMMAR 2.5 understand functions of a noun. 2.6 use common and collective nouns correctly. 2.7 use pronoun cases correctly as subjects, direct objects, indirect objects, predicate complements, possessive adjectives, and objects of prepositions. 2.8 know the following types of pronouns: personal, demonstrative, relative, interrogative, reflexive, and indefinite. 2.9 use linking verbs correctly. 2.10 use adjectives to qualify and restrict nouns and pronouns. 2.11 use adverbs to modify verbs, adjectives, adverbs, and whole clauses.

LANGUAGE ARTS – 10TH GRADE	
MAJOR OBJECTIVE	SUB-OBJECTIVES
	2.12 employ prepositional phrases as adverbs or adjectives. 2.13 use positive, comparative, and superlative forms of adverbs or adjectives. 2.14 use prepositions to show the relationship of nouns or pronouns to other words in a sentence. 2.15 use coordinate conjunctions in sentences and punctuate correctly. 2.16 use subordinate conjunctions in sentences and punctuate correctly. 2.17 use common correlative conjunctions in sentence and punctuate correctly. 2.18 know that verbals are derived from verbs but function in nonverbal ways. 2.19 know that a participle is a verbal which functions as an adjective. 2.20 know that a gerund is a verbal which functions as an adjective. 2.21 know that an infinitive is a verbal which functions in various ways and is usually formed by adding "to" to the root form of a verb. USAGE 2.22 identify subject and predicate in various types of sentences. 2.23 distinguish complete sentences from incomplete sentences. 2.24 write sentences which may be classified as simple, compound, complex, and compound-complex. 2.25 determine classification of sentences as declarative, imperative, interrogative, or exclamatory from a random sampling. 2.26 know and use verb complements as predicate nouns, predicate pronouns, predicate adjectives, direct objects, indirect objects. 2.27 distinguish phrases from clauses. 2.28 know that a participial phrase is a group of related words containing a participle. 2.29 identify appositives. 2.30 identify appositive phrases. 2.31 identify main clauses. 2.32 identify subordinate clauses that function as nouns, adjectives, or adverbs.

LANGUAGE ARTS – 10TH GRADE	
MAJOR OBJECTIVE	SUB-OBJECTIVES
3.0 Know the literary techniques necessary for interpreting and analyzing specific genres in literature.	*The student will:* 3.1 classify and study various literary works by genre: essay, short story, biography, autobiography, novel, drama, poetry. 3.2 distinguish fiction from nonfiction. 3.3 summarize plot. 3.4 analyze cause and effect as they relate to action. 3.5 identify rising action, climax, and resolution. 3.6 identify protagonists and antagonists. 3.7 analyze conflict. 3.8 state theme. 3.9 identify setting. 3.10 identify mood. 3.11 identify symbolism. 3.12 interpret imagery. 3.13 interpret figurative language. 3.14 recognize writer's point of view. 3.15 recognize the author's purpose. 3.16 recognize foreshadowing. 3.17 identify irony. 3.18 identify satire.
4.0 Apply appropriate mechanics, grammatical language usage, and style to functional and creative writing situations.	*The student will:* ORGANIZATION 4.1 determine purpose for a report. 4.2 select and limit a topic. 4.3 find and classify information relevant to a general topic. 4.4 outline material. 4.5 develop topic sentences and supporting sentences. 4.6 vary sentence patterns and lengths. 4.7 utilize introductions and transitions. 4.8 arrange content in a logical order. 4.9 employ research techniques. 4.10 proofread for mechanical errors and legibility. 4.11 evaluate and edit content and organization. FUNCTIONAL WRITING 4.12 write a friendly letter. 4.13 write a business letter. 4.14 complete written forms, applications, and questionnaires. 4.15 write lecture notes. 4.16 write messages. 4.17 conduct interviews. 4.18 write directions.

LANGUAGE ARTS – 10TH GRADE	
MAJOR OBJECTIVE	SUB-OBJECTIVES
	4.19 write summaries. 4.20 write a classified advertsisement. 4.21 write a budget. CREATIVE WRITING 4.22 write narrative paragraphs. 4.23 write explanatory paragrpahs. 4.24 write persuasive paragraphs. 4.25 write descriptive paragraphs. 4.26 write argumentative paragraphs. 4.27 write an original poem utilizing rhyme scheme.
5.0 Apply study skills to locate, organize and interpret information.	*The student will:* LOCATING 5.1 locate specific information from a dictionary, encyclopedia, thesarus, almanac, and atlas. 5.2 use library materials to acquire information. 5.3 use agencies and media sources to acquire information. ORGANIZING 5.4 use a title page. 5.5 use a table of contents. 5.6 use an intoduction, preface, and foreword. 5.7 use an index for cross-referencing. 5.8 use an appendix. 5.9 prepare a bibliography. 5.10 identify footnotes and their purpose. INTERPRETING 5.11 identify main concepts of selected readings. 5.12 outline information for an essay. 5.13 summarize assigned readings. 5.14 use specialized vocabulary. 5.15 employ previewing, skimming, and scanning. 5.16 use specialized study methods. 5.17 learn test-taking techniques. 5.18 adjust reading rate according to purpose. CRITICIZING 5.19 distinguish betweenn fact and opinion. 5.20 evaluate relevant and irrelevant material. 5.21 distinguish between reality and fantasy. 5.22 identify fallacies in reasoning and faulty assumption. 5.23 determine inferred cause or effect of an action or event.

– 1ST NINE WEEKS –
REVIEW FORM FOR INSTRUCTIONAL RESOURCE GUIDES
FUNCTIONAL BASIC SKILLS – ENGLISH II

NAME: _____ **TYPE OF REVIEW:** Individual ☐
Department Chairperson/Teacher

Group ☐

SCHOOL: _____

DIRECTIONS: Please complete this review form by the end of the first nine weeks. Your comments and criticisms will be helpful for insuring the success of the guides. Feel free to use additional sheets if necessary. Thank you in advance for your anticipated cooperation.

Return completed form to your Area Director of Secondary Education who will forward to:

Anna Meehan, Language Arts Specilaist
Department of Secondary Education
Building 502, Room 200

FORMAT: _____

ORGANIZATION: _____

INSTRUCTIONAL RESOURCE SHEETS: (Activities and Evaluations)

STUDENT PROFILE CHART:

APPENDIX SECTION:

RESOURCE GUIDE:

64

– 1ST SEMESTER –
REVIEW FORM FOR INSTRUCTIONAL RESOURCE GUIDES
FUNCTIONAL BASIC SKILLS – ENGLISH II

NAME: _____ **TYPE OF REVIEW:** **Individual** ☐
Department Chairperson/Teacher

Group ☐

SCHOOL: _____

DIRECTIONS: Please complete this review form by the end of the first semester. Your comments and criticisms will be helpful for insuring the success of the guides. Feel free to use additional sheets if necessary. Thank you in advance for your anticipated cooperation.

Return completed forms to your Area Director of Secondary Education who will forward to:

Anna Meehan, Language Arts Specialist
Department of Secondary Education
Building 502, Room 200

1. How are you utilizing the Instructional Resource Sheets? (Activities and Evaluations)

_____
_____
_____
_____
_____
_____
_____

2. How are you utilizing the sample evaluation items?

_____
_____
_____
_____
_____
_____
_____
_____
_____

65

3. How are your students/parents utilizing the Student Profile Chart?

4. List items you would like to see included in or deleted from the appendix section?

5. List the textbooks and supplementary materials you are now using to teach Functional Basic Skills - English II.

6. How do you feel the resource guide will most benefit you?

– 2ND SEMESTER –
REVIEW FORM FOR INSTRUCTIONAL RESOURCE GUIDES
FUNCTIONAL BASIC SKILLS – ENGLISH II

NAME : _____ **TYPE OF REVIEW: Individual** ☐
Department Chairperson/Teacher

Group ☐

SCHOOL: _____

DIRECTIONS: Please complete this review form by the end of the second semester. Your comments and criticisms will be helpful for insuring the sucess of the guides. Feel free to use additional sheets if necessary. Thank you in advance for your anticipated cooperation.

Return completed forms to your Area Director of Secondary Education who will forward to:

Anna Meehan, Language Arts Specialist
Department of Secondary Eduction
Building 502, Room 200

1. What were the advantages or disadvantages you found in using the Instructional Resource Sheets? (Activities and evaluations)

Advantages	Disadvantages

67

2. Were the sample evaluations appropriate for the objective? List those that were not.

3. What advantages or disadvantages did the students/parents find in using the Student Profile Chart?

Advantages	Disadvantages

4. How do you feel the resource guide most benefited you?

68

– OPTIONAL –

REVIEW FORM FOR INSTRUCTIONAL RESOURCE GUIDES
FUNCTIONAL BASIC SKILLS – ENGLISH II

NAME: _____ **TYPE OF REVIEW:** Individual ☐
Department Chairperson/Teacher

Group ☐

SCHOOL: _____

DIRECTIONS: If you have comments to share prior to the end of the first semester or the second semester, please complete this form. Your comments and criticisms will be helpful for insuring the success of the guides. Feel free to use additional sheets if necessary. Thank you in advance for your anticipated cooperation.

Return completed form to your Area Director of Secondary Education who will forward to:

Anna Meehan, Language Arts Specialist
Department of Secondary Education
Building 502, Room 200

INSTRUCTIONAL RESOURCE SHEETS: (Activities and Evaluations)

_____
_____
_____
_____
_____
_____
_____

STUDENT PROFILE CHART: _____

_____
_____
_____
_____
_____
_____
_____
_____

APPENDIX SECTION:

RESOURCE GUIDE:

COMMENTS:

STUDENT PROFILE CHART
FUNCTIONAL BASIC SKILLS– ENGLISH II

Name: _____ **Period:** _____

READING STANDARD –A
The student will acquire a basic vocabulary as determined by a specified word list.

____ A-1: Associate words which are the same or opposite in meaning.

____ A-2: Associate printed words with their oral equivalents.

____ A-3: Associate words with their literal definitions.

____ A-4: Associate words with their connotative definitions.

READING STANDARD – B
The student will determine word meaning from the way the word is used in a passage.

____ B-5: Determine word meaning using specific context clues.

READING STANDARD – C
The student will determine word meaning from a knowledge of word parts as used in a given context.

____ C-6: Associate contractions with their component words in a given context.

____ C-7: Associate the appropriate derived words (prefixes and suffixes) in a given context.

____ C-8: Associate the appropriate inflected words (plurals, possessives, comparatives, superlatives, tense) in a given context.

READING STANDARD – D
The student will determine whether different selections have similar meanings.

(Skills mastered at previous progression levels are expected to be maintained with more difficult materials appropriate for this grade level.)

READING STANDARD – E
The student will determine the main idea of a message.

____ E-9: Determine the main idea stated in a paragraph.

____ E-10: Determine the main idea inferred from a paragraph.

____ E-11: Determine the main idea inferred from a selection.

READING STANDARD – F
The student will find information in a message.

____ F-12: Find who, what, where, when, which, and how information in a selection.

____ F-13: Determine the order of details in a selection.

____ F-14: Find details which refer to a main idea.

____ F-15: Determine details which are inferred from a selection.

READING STANDARD – G
The student will determine the causes and effects of events and actions.

____ G-16: Determine the inferred cause or effect of an action or event.

READING STANDARD – H
The student will determine the logical generalizations which can be drawn from a message.

____ H-17: Identify an appropriate conclusion in a subject area.

____ H-18: Infer feelings and emotions.

____ H-19: Identify outcomes based on inferences.

READING STANDARD – I
The student will recognize fantasy, fact, and opinion in a message.

____ I-20: Distinguish between fact and opinions.

____ I-21: Identify an unstated opinion.

READING STANDARD – J
The student will recognize irrelevant and invalid statements.

____ J-22: Identify an irrelevant statement in a selection.

____ J-23: Identify conclusions which are based upon insufficient evidence.

____ J-24: Identify inaccurate assumptions.

READING STANDARD – K
The student will follow oral and written directions.

____ K-25: Follow written directions to complete a task.

READING STANDARD – L
The student will identify appropriate sources for needed information.

____ L-26: Identify the appropriate source to obtain information on a topic.

READING STANDARD – M
The student will use appropriate reference skills.

____ M-27: Select an appropriate dictionary definition for a word used in a specific context.

____ M-28: Use an index to identify the location of information requiring the use of cross-references.

____ M-29: Use highway and city maps.

____ M-30: Use a transportation schedule to locate specific information.

STUDENT PROFILE CHART
FUNCTIONAL BASIC SKILLS – ENGLISH II

Name: _____ **Period:** _____

WRITING STANDARD – A
The student will compose grammatically correct sentences.

___ A-1: Write complex declarative sentences using appropriate English word order.

WRITING STANDARD – B
The student will organize objects and information into logical groupings and orders.

___ B-2: Write appropriate headings for groups of words and phrases.

___ B-3: Organize information for a report under appropriate headings.

___ B-4: Order, subordinate, or classify information before writing.

WRITING STANDARD – C
The student will write a paragraph expressing ideas clearly.

___ C-5: Write a paragrph by giving information in support of one topic.

___ C-6: Write a paragraph with details arranged in order of importance.

___ C-7: Write a paragraph using connecting words or phrases which show relationships.

WRITING STANDARD – D
The student will write for the purpose of supplying necessary information.

___ D-8: Include the necessary information when writing messages to make a request or to supply information.

___ D-9: Include the necessary information when writing brief statements describing the steps of a process or event.

WRITING STANDARD – E
The student will write letters and messages using commonly accepted formats.

___ E-10: Use proper form to write a business letter which contains necessary and accurate information.

___ E-11: Write a letter of request, adjustment, complaint, or opinion.

___ E-12: Write a letter of application.

___ E-13: Write a classified advertisement using specific information provided.

___ E-14: Write notes and assignments which contain necessary and accurate information.

WRITING STANDARD – F
The student will fill out common forms.

___ F-15: Complete forms used to apply for a driver's license.

___ F-16: Complete the form necessary for an employee's withholding exemption.

___ F-17: Complete a form for voter registration.

___ F-18: Complete forms for entrance to military service, school, or a training program.

___ F-19: Complete forms used to apply for insurance and credit.

___ F-20: Complete forms used to apply for employment.

___ F-21: Complete the short form of an income tax report.

WRITING STANDARD – G
The student will spell correctly.

___ G-22: Spell words from a selected high-frequency list of those words needed in writing through grade ten.

___ G-23: Spell commonly used "consumer" words.

___ G-24: Spell commonly used "survival" words.

___ G-25: Apply generalizations for adding prefixes and common derivational suffixes.

___ G-26: Independently use the dictionary to spell words.

WRITING STANDARD – H
The student will punctuate correctly.

___ H-27: Use an apostrophe and s to form the plural of letters, numbers, signs, and words referred to as words. (e.g., four s's, two 3's, the number of and's)

___ H-28: Use an apostrophe to show the possessive of singular and plural nouns which end in s.

___ H-29: Use an apostrophe and s to show the possessive of singular and plural nouns which do not end in s.

___ H-30: Use the comma before and, but, nor, for, yet when they join independent clauses, unless the clauses are very short.

WRITING STANDARD – I
The student will capitalize correctly.

___ I-31: Capitalize proper nouns and proper adjectives which name languages, institutions, companies, historical periods, a deity, important personal titles, and holidays.

WRITING STANDARD – J
The student will write legibly.

(Skills mastered at previous progression levels are expected to be maintained with more difficult materials appropriate for this grade level.)

FORM NO. PBC-FBS-11-SPC

FUNCTIONAL BASIC SKILLS – ENGLISH II: INSTRUCTIONAL RESOURCE GUIDE

INDIVIDUAL RECORD CHART

READING STANDARDS

Student Name _____ Teacher _____ Period _____

STANDARDS	SKILLS	ACTIVITIES COMPLETED	SCORES	EVALUATIONS COMPLETED	SCORES	SKILLS MASTERED		
						YES	NO	T. SIGN.
A. The student will acquire a basic vocabulary as determined by a specified word list.	A-1							
	A-2							
	A-3							
	A-4							
B. The student will determine word meaning from the way the word is used in a passage.	B-5							
C. The student will determine word meaning from a knowledge of word parts as used in a given context.	C-6							
	C-7							
	C-8							
E. The student will determine the main idea of a message.	E-9							
	E-10							
	E-11							
F. The student will find information in a message.	F-12							
	F-13							
	F-14							
	F-15							
G. The student will determine the causes and effects of events and actions.	G-16							
H. The student will determine the logical generalizations which can be drawn from a message.	H-17							
	H-18							
	H-19							
I. The student will recognize fantasy, fact, and opinion in a message.	I-20							
	I-21							
J. The student will recognize irrelevant and invalid statements.	J-22							
	J-23							
	J-24							
K. The student will follow oral and written directions.	K-25							
L. The student will identify appropriate sources for needed information.	L-26							
M. The student will use appropriate reference skills.	M-27							
	M-28							
	M-29							
	M-30							

FUNCTIONAL BASIC SKILLS – ENGLISH II: INSTRUCTIONAL RESOURCE GUIDE

INDIVIDUAL RECORD CHART

WRITING STANDARDS

Student Name _____ Teacher _____ Period _____

STANDARDS	SKILLS	ACTIVITIES COMPLETED	SCORES	EVALUATIONS COMPLETED	SCORES	SKILLS MASTERED		
						YES	NO	T. SIGN.
A. The student will compose grammatically correct sentences.	A-1							
B. The student will organize objects and information into logical groupings and orders.	B-2							
	B-3							
	B-4							
C. The student will write a paragraph expressing ideas clearly.	C-5							
	C-6							
	C-7							
D. The student will write for the purpose of supplying necessary information.	D-8							
	D-9							
E. The student will write letters and messages using commonly accepted formats.	E-10							
	E-11							
	E-12							
	E-13							
	E-14							
F. The student will fill out common forms.	F-15							
	F-16							
	F-17							
	F-18							
	F-19							
	F-20							
	F-21							
G. The student will spell correctly.	G-22							
	G-23							
	G-24							
	G-25							
	G-26							
H. The student will punctuate correctly.	H-27							
	H-28							
	H-29							
I. The student will capitalize correctly.	I-31							

FORM NO. PBC-FBS-11 IRC